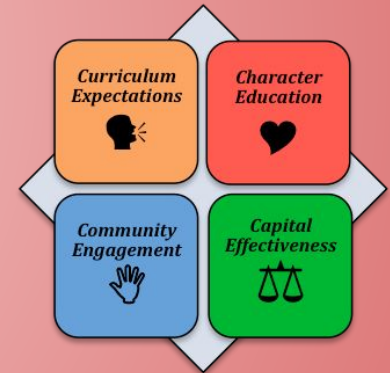# South Milwaukee Middle School SOARING Grant Reflection Activity

2016-2017
(2013-2017)

May 12, 2017

Lessons Learned

- **Greater exposure to general education curriculum, environment, and peers improves achievement and engagement for students with disabilities**
- **Focus on Literacy Instructional structures and strategies improve instruction**
- **Utilization of Co-Teaching models support literacy instruction**
- **Data collection and analysis helps to focus instruction for all students (we started with students with disabilities and expanded to all students)**

Successes We Experienced

- **Workshop model implemented 6th through 8th grade**
- **Students with disabilities included in regular education ELA classes increasing exposure to general education curriculum, environment, and peers**
- **Classroom libraries enhanced (more high/low books)**
- **School focused on Literacy - Close Reading, Collaborative Conversations, Text Dependent Questions**
- **Data collection/analysis strengthened**
- **Co-Teaching models utilized to improve ELA instruction**
- **Students showing academic growth and increased levels of achievement**

Student Outcomes - 2017 Growth Data

Grade	Met or Exceeded Typical Growth	Percentage at 50%ile or Higher	Percentage meeting Typical Growth
6th	13	13.7%	44.8%
7th	9	4.3%	39.1%
8th	20	28.1%	62.5%
MS	42	16.7%	50.0%

Note: Percentage of students who scored at the 50th percentile or higher in either test session = 22.6%

Student Outcomes - 2013-17

Original SOARING performance target from 2013:

Increase the number of students with disabilities who score proficient or advanced by 50% in each of the next three school years. (Original intent was to use WSAS measure; due to changes in the standardized testing the District choose to utilize MAP data for a consistent measure.)

MAP	# 50%ile or higher	# SwD	Percent
2013-14	4	89	4.5%
2014-15	8	82	9.8%
2015-16	16	81	19.8%
2016-17(W)#	14	84	16.7%

2016-17 data pulled before Spring MAP testing results were completed.

Collaboration

- **Commitment to co-teaching that includes co-planning, co-instructing, and co-assessing**
- **Special Education and ELA teachers joining together for team meetings and professional development sessions**
- **Acceptance of observation and coaching feedback from Literacy Coach (internal) and Co-Teaching Consultant (external)**
- **Willingness to share the responsibility for students**

Professional Development

- **Co-Teaching - Basics (models, working together, self-assessing team, etc.)**
- **Co-Teaching Observations and Coaching (feedback, consultation, goal-setting, etc.)**
- **Literacy Instruction - Workshop model, Close Reading, Collaborative Conversations, Text Dependent Questions, etc.**
- **Data Collection and Analysis - evolution and refinement**
  - **SE Teacher - (data grid, swd by grade level - tabs)**
  - **Bands of Text Complexity - (all MS - USI, MAP, F&P)**

Leadership

- **Master schedule change - increasing time for ELA and Math instruction**
- **Commitment to Co-Teaching - special education staff, interventionists, other subject areas**
- **Commitment to more inclusive practices**
- **Systematic collection of data for both students with disabilities and those without**
- **Alignment of SOARING efforts with SAIL (School Administrators Institute for Transformational Leadership) work throughout the District**

Anecdotal "Data" Heard During Our SOARING Time

- "He hasn't read a whole book in years! Now his reading log looks like everyone else's."
- "We had 'team teaching' for years but now we know what the models are and have names for what we are doing."
- "We have never had this many books ordered on the book sale."
- "He wants to look like all the other kids so his behavior has been great."
- "We actually didn't tell the kids which one of us was the ELA teacher and which one was the Special Ed teacher. And they couldn't tell!"

Sustainability Plans

- **Workshop framework with more fidelity**
- **Use of more co-teaching models**
  - **Continued observation and coaching**
  - **Exploring greater use at elementary level**
- **How to impact those students who face significant challenges with Reading**
  - **Adding a Special Education Literacy Coach at the elementary level**
- **Incorporate new C&CR IEP forms and processes into our work**
  - **Strengthened how literacy goals are written and monitored for progress**
- **Explore Universal Design for Learning**

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